USING TECHNOLOGICAL TOOLS IN A K-2 VIRTUAL ESL CLASSROOM

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Abstract

Technological tools play a significant role in helping students both to explore content and to develop language acquisition. Integrating technology through instructional and educational platforms supports not only language proficiency but also allows students to adapt and even enjoy using new technologies. The purpose of this project is, therefore, to explore the benefits of using technological tools that offer a vast range of opportunities for promoting collaboration in both synchronous and asynchronous learning environments. These tools include programs and platforms such as SeeSaw, Padlet, Flipgrid, Zoom, Hang out, Kahoot, and Quizlet, among others. Incorporating these tools will help foster student interaction in online learning. Remote learning during the pandemic worldwide involves certain challenges that may limit or deter full implementation, but with the support of tutorial videos, technological tools, and resources, teachers' virtual classrooms will improve in time. This project provides video-based tutorials for different educational platforms presented on a website with downloadable ESL educators' resources and activities. In addition, the site includes templates, ESL games, and extra resources for ESL teachers to help their scholars develop language skills. These resources will allow teachers to gain the necessary expertise in technology to foster language acquisition in the online classroom.

Dedication

I dedicate this thesis to my wonderful family who through my life has been my inspiration and support at all times, showing me that with hard work and perseverance I can achieve unimaginable things.

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Chapter 1: Introduction

A new learning modality has been adapted during recent months because of the COVID-19 pandemic. The use of technology has rapidly changed the way teachers and students interact. UNESCO (2020) emphasized this learning continuity during school closures explaining that the priority for governments around the world has been to turn to information and communication technology (ICT) requiring teachers to move to online delivery lessons differentiating academic content to suit the needs of their students.

Remote learning was adopted immediately, and teachers were tasked with implementing distance learning, often without sufficient guidance, training, or resources. The fast growth of technology providing different educational platforms to deliver online lessons was robust. Still, educators have found it complicated to integrate the traditional teaching methods with the new technological resources. Still, the use of technology has many advantages, and the benefits of using different educational platforms are significant in education.

Undoubtedly, ESL learners using technology enhances the quality of the learning experience and possibility of achievement. As Lee (2000) remarked, the CALL method (Computer-Assisted Language Learning) is beneficial during academic second language acquisition because it provides necessary access to the same learning material, allowing the student to access the material over and over again while offering feedback which is ideal for mastering a language. Dina and Cironei (2013) explained that "presenting such language materials on an individualized basis to help students study in their own rhythm allows English learners to take ownership of their language acquisition" (p.249). The CALL method embraces any applications of information and communication technology (ICT) for teaching and learning foreign languages (Levy, 1997).

Using different educational platforms and websites makes teaching and learning more accessible than ever before, thanks to an impressive array of monitoring and evaluation tools. Educational platforms are generally cloud-based software. Which means that teachers and students can access all the digital tools that come as part of it, including interactive content and the virtual classroom, by logging in through a standard web browser. The advantages of platforms and websites are that teachers can extend those resources' effectiveness by proposing their wider use and, by inviting collaboration with students (Kimball,1998).

In order to adapt remote learning in the general classroom, teachers have had to learn something new related to technological issues to deliver their ESL lessons and learn how to implement them with their pupils. Teaching English as a Second Language takes time to master because it is essential to use the right teaching strategies to facilitate student acquisition of a foreign language. Herrera and Murry (2016) point out that academic second language acquisition requires five to ten years to properly develop. They also highlighted that exposure to authentic literature, use of technology, and other activities can greatly accelerate English language development regardless of context. Bearing this in mind, the use of educational platforms might be considered as suitable resources to foster language acquisition.

As international teachers, it can be beneficial to know how to use appropriate online games for our scholars and use the most user-friendly and educational technological tools to provide our students with positive virtual learning. Those platforms can also promote an excellent digital classroom environment to engage our scholars and provide them meaningful knowledge trough technology, all while promoting a culture of learning in which learners can develop their second language. Technology allows learners to participate in the target language's culture, enabling them to learn further how cultural background influences one's view of the world. (Singhal, 1997).

This proposal has the primary objective of providing teachers with options for suitable platforms for their scholars with an emphasis on supporting teachers to use these platforms through different tutorials and videos. This project also provides a resource table with a short description of each technological tool that allow teachers to choose the best platform for their classrooms needs. The

intention is to alleviate some of the feelings of being overwhelmed by multiple websites by providing a

one-stop website where ESL teachers can find multiple resources. (see table1.1)

Resource table

Web site	Primary Use	Free/Pay	Description
Class Dojo	Teaching with text¨ - Asynchronous	Free	Used to create many virtual groups or classes, share posts, share files and videos in a Facebook-style to all parents in the class.
Seesaw	https://web.seesaw.me/ ¨Teaching with text and voice ¨ Asynchronous	Free/ can log in with a Gmail account.	Used like Class Dojo, where students can use it to build their own portfolios and share their learning progress with their teachers and parents. It also provides teachers with a space where they can track students' work and provide "differentiated instruction to meet the needs of all students."
Padlet	https://padlet.com/smoreno13/poih5rufpfpiavo9 ¨Teaching with text and voice¨ Asynchronous	Free	Used to create bulletin boards where students can collaborate, share links and pictures, and create challenges for the students. Also, it can be used for recording one´s voice and uploading videos.

Flipgrid	https://info.flipgrid.com/ ¨Teaching with text and voice¨ Asynchronous	Free	Used to create discussion topics to be shared with the learning community. Learners can record and share short videos with teachers and the class.
Google slide with Bitmoji	Gmail ¨Teaching with text and voice¨ Asynchronous	Free / need a Gmail account	Used to create, edit, and collaborate with others on presentations from Android phone or tablet with the Google Slides app. It is used to create new presentations or edit existing files, share presentations, and collaborate in the same presentation simultaneously. Also, it is used to present slides on video calls - scheduled meetings will automatically appear.
Google Hangouts	¨Teaching in real time¨ - Synchronous	Free	It offers instant messages, voice calls, HD video calls, and HD group conferencing integration with other Google applications.
Zoom	¨Teaching in real time¨ - Synchronous	Free	It offers instant messages, voice calls, HD video calls, HD group conferencing, chat rooms, and workspaces. Power up conference rooms with video. Integrations and bots can be used with Zoom.

Table1.1: Resource table

The website houses tutorial videos addressed to teachers of K-2 English learners and instructs how to use the different platforms of the chart above. Plenty of templates are included to be used to create their virtual classrooms and improve remote learning.

The use of different technological tools in my virtual classroom has been helpful. It has allowed me to thrive. I believe that learning English should be fun, and technology is a way to ensure excitement and motivation in a classroom filled with digital natives. The era of technology is here to stay, and the same could be said about digital education because there are more benefits discovered by those who learn with the help of advanced technologies.

Chapter 2: Literature Review

The disruptions caused by COVID-19 to everyday life mean that as many as 40 million children worldwide have missed out on early childhood education in their critical pre-school year (UNESCO, 2020). UNESCO highlights that assessment and evaluations have been affected by the lack of information technology (IT) in some schools. However, it also remarks that the move to distance learning has been an excellent opportunity to expand flexible learning modalities that will enhance a sustained shift in the future (UNESCO,2020).

Technology has transformed the field of education, and the importance of technology in schools cannot be disregarded (Groff, 2013). With the arrival of technological tools in education, there are more opportunities for teachers to impart knowledge and for students to acquire it. Technology in education has therefore had a positive impact on learners (Johnson, et al., 2016). In addition, the use of technology has made the process of teaching and learning more enjoyable. Needs-based technology integration education has had a largely positive effect on teacher attitudes towards tech, in terms of decreasing, computer anxiety, elevating the perceived importance of computers, and enabling computer enjoyment (Christensen, 2014).

The purpose of this chapter is to present different educational platforms to be integrated into an English as a second language (ESL) classroom. It provides an array of websites that can be used within online instructional classes for ESL learners. It will focus on the relationship between second language acquisition and computer-assisted language learning (CALL), discuss Web 2.0 tools, and analyze E-learning's advantages in an ESL classroom. Also, it provides definitions of each educational platform to enhance remote learning during the pandemic. Finally, this chapter will discuss the several benefits of technology integration in an ESL virtual classroom.

Teaching and Technology

Using technology throughout the teaching and learning process is a crucial issue, and the task is to see tech as playing an active rather than passive role. Educators have the tools to incorporate technology into each stage of instruction, such as planning, lesson delivery, assessment, and feedback. Teachers who are successful in incorporating educational technology into their teaching recognize that technology can help children enhance self-concept and improve their attitudes about learning (Keengwe & Onchwari, 2009). Integration technology in education is valuable, if it is used appropriately. In two different studies, children demonstrated increased levels of spoken communication and cooperation during computer use (Clements, 1994; Haugland & Wright, 1997).

According to Wang (2005), there are many advantages to integrating technology in classrooms, especially for ESL students. English language learners can use computers and software programs to check their work, correct themselves, and improve their language skills across the board. Students may also learn to use the internet, e-mails, to search for information, join discussions threads, and publish their work to a worldwide audience. He also says that "Technology integration in foreign language teaching demonstrates the shift in educational paradigms from a behavioral to a constructivist learning approach" (p. 2).

When technology integration is understood, English as a Second language (ESL) educators can more effectively examine why and how they would incorporate it into the ESL classroom. Tech-savvy teachers can look at the specific benefits for English language learners (ELLs) and find useful tools to maximize those benefits for their students (Woodson, 2020). As a critical component, technology can reinforce language acquisition in an English language-delivered class because it enables students to engage in discussions, to work on collaborative projects, and to interact through meaningful interactive activities (Burns,1996).

The benefits of technology integration are powerful. According to a study conducted by Jackson et al. (2006), students who used the internet more got higher scores and grades than those who did not use

internet technology. According to the research activities, the internet changes the interaction between learners and teachers (Kern, 1995); there is less teacher and more learner talk in computer classes. Furthermore, it changes teacher and student roles (Peterson, 1997) to make learning more student centered (Warschauer, et.al., 1996). Vision and hearing are the two dominant senses that media technology can support as technology presents greater opportunities for linguistic input (Linfors, 1987).

Different educational platforms provide students access to the target culture. When ESL students are learning, it is very important to experience and interact with the target culture to help develop context and make learning the language more meaningful (Singhal, 1997). Thanks to technology, students can gain familiarity with certain contexts that they may not be able to access easily otherwise. For instance, students can visit social media sites, read or listen to the news, have a video conference with students from other countries, or participate in real-time online discussions; each of these experiences offers a rich and meaningful way for them to practice language acquisition (Woodson, 2020).

Some studies asserted that technology is also essential for English educators to model effective teaching practices with technology (Pope & Golub, 2000). As students perform diverse tasks with the computer, they broaden their metacognitive, cognitive, and affective learning repertoire. Kajder (2003) pointed out, "Focus has to be placed on learning with the technology rather than learning from or about the technology"(p.9). He further claims that with hypermedia (e.g. World Wide Web), multimedia becomes a more powerful tool for language learning. He maintains that one of the advantages of using hypermedia for teaching language is that it provides learners with a more authentic learning environment. For example, listening can be combined with seeing (Kajder, 2003).

Another study focused on the potential of discussion forums to harness learners' argumentation skills, that is, to raise learners' awareness of their ability to present arguments orally (Chandrasegaran & Kong, 2006). Recent research in the field of first language literacy suggests that text messaging might improve students' reading and spelling abilities (Plester et al., 2009). It is essential to highlight the use of Computer-Mediated Communication (CMC) in language literacy. CMC is the broad term for technologies

that allow language learners to communicate with other learners or native speakers, combining text or audio, including e-mail, discussion forums, text messaging, chat, and conferencing (Long, 2008).

Computer -Assisted Language Learning

Over recent years, language learning has become a vital education area for implementing learning technologies (Thomas, et al., 2012). During this time, CALL (computer-assisted language learning) has been embedded in language acquisition since language instructors are using computers more frequently in English teaching. The Common European Framework (CEF), just as the Standard for Foreign Language Learning, distributed in the United States, both feature the positive impact CALL has had by promoting the utilization of a wide variety of target-language contribution. For example, making simple tasks in real English learning spaces that learners can relate to. (Thomas & Reinder, 2010).

Levy (1997) defined computer-assisted language learning (CALL) as "the search for and study of computer applications in language teaching and learning" (Levy,1997). Delivery methods for CALL embrace the use of individual computers at home or in the classroom. The latter options include, classroom sets of computers, language labs into which computer functions have been incorporated, online instruction through websites and distance, and networked learning through the use of emails, blogs, wikis, online social networking and other interactive websites and services (Beatty, 2013).

The Use of CALL for the Four Skills

Okonkwo (2011) and Blake (2012) emphasized how the use of CALL influences the development of language learners' four skills (listening, speaking, reading, and writing). Pennington (1993) provides an excellent introduction to research literature on computer-assisted writing instruction issues for ESL learners. He begins with a background on computer-assisted writing for native speakers and summarizes the implications for ESL writers. Also, he discusses the potential influences of word processing on

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various aspects of ESL writing (e.g., planning and prewriting). The author notes the need to investigate the conditions under which the identified potentials can be realized in ESL classrooms.

Nachoua (2012) points out that powerful second language learning lets the students use their language in their day to day life. Research and practice propose that network-based technology and CALL contribute to experimental learning, motivation, enhanced student achievement, authentic material for study, more significant interaction, individualization, independence from a single source of information, and global understanding (Lee, 2000). Most ESL educators implement a curriculum that seeks the four skills: speaking, listening, reading, and writing.

CALL is now framed in a much more multimodal context where learners enjoy greater autonomy to produce language using digital strategies. Speaking tasks will directly involve listening and writing, and students are encouraged to create and post their videos. Listening entails reading captions, linking to glosses, and reflecting on cultural differences. Writing is carried out in stages that leverage collaborative chatting, wikis, video conferencing, and repeated negotiations of their multicultural competence and linguistic proficiency (Blake, 2012).

In terms of delivering cultural lessons, CALL is an appropriate vehicle to help ESL educators to reach students. CALL and culture are inherently connected (Liaw, 2006). Computer networks are seen as a channel for interactivity and authenticity and for developing language learners' intercultural competence (Abrams, 2002; Hager, 2005; Kramsch, 1993). Shawback and Terhune (2002) claimed that the automated feedback functions allowed students to actively explore the cultural aspect and enhance students' confidence and motivation to study the language and culture.

Web 2.0

According to Anderson (2007), Web 2.0 is web technologies that are focused on common applications, services such as a blog, video sharing, social networking, and podcasting in which people have the chance to contribute as much content as they can consume. The number of Web-based services

and applications can demonstrate the foundations of the Web 2.0 concepts (Anderson, 2007). Murugesan (2007) pointed out that:

> Web 2.0 facilitates flexible Web design, creative reuse, and updates; provides a rich, responsive user interface; facilitates collaborative content creation and modification; enables the creation of new applications by reusing and combining different applications on the Web or by combining data and information from other sources; establishes social networks of people with common interests; and supports collaboration and helps gather collective intelligence. (p.34-41)

Web 2.0 gives extraordinary opportunities for joint effort and discussion that should be implemented in all classrooms. Web 2.0 tools are aligned with significant content areas to illustrate the wide reach of Web 2.0 across the curriculum (Oliver, 2010). Implementing different Web 2.0 tools in the classroom is very useful for teachers who want to improve the virtual classroom. Students are exposed to a contextualized environment by using the internet. Through using the internet and the web, students can reinforce their communicative competencies, familiarize themselves with different cultures, and strengthen necessary skills, like listening, speaking, reading, and writing. In addition, web-based and internet learning, reduces anxiety, transfer responses quickly, and allow learners to become more confident. (Mohamandi, Ghorbani & Haimidi, 2010)

Advantages of E-learning in English Teaching

Many terms are used to describe learning that is delivered via the internet, ranging from Distance Education. E-Learning is specifically defined as courses content specifically delivered via the internet to somewhere other than the classroom where the professor is teaching. It is interactive in that learners can also communicate with their teachers, professors, or other students in their class. Sometimes it is delivered live, where the learners can "electronically" raise their hand and interact in real-time, and sometimes it is a lecture that has been prerecorded. (e-learning, 2020). Two basic types of e-learning are commonly compared, asynchronous and synchronous.

Yamagata-Lynch (2014) pointed out that Synchronous e-learning is considered as effective as face-to-face meetings and has the potential of video-conferencing to deliver education to geographically remote learners who do not have access to traditional educational facilities. Synchronous e-learning, commonly supported by media such as video-conferencing and chat, can support e-learners in learning. Learners and teachers experience synchronous e-learning as more social and avoid frustration by asking and answering questions in real-time (Hrastinski, 2008).

Asynchronous e-learning, commonly facilitated by media such as e-mail and discussion boards, supports work relations among learners and with teachers, even when participants cannot be online at the same time. Asynchronous e-learning makes possible for learners to log on to an e-learning environment at any time and download documents or send messages to teachers or peers (Hrastinski, 2008). Studies about asynchronous online learning suggest that students will experience meaningful learning in participatory learning environments (Yamagata, 2014).

Graham (2006) remarked the Synchronous and Asynchronous learning as Blended learning. Graham also referred to instructional modalities, delivery media, methods, and the ratio of online and face-to-face instruction as elements that all take a role in defining blended learning.

blended learning has been found to not only bring flexibility into student learning but also to help learners to combine these kinds of modalities (Graham, 2006)

When e-learning is applied to teaching English, the pedagogical strategies are fundamentally changed. They can turn the pedagogical methods to student-centered, namely through its focus on fostering linguistic sensitivity and improving listening comprehension and expression, allowing students to master English as soon as possible (Cai,2012).

Mohammadi (2011) points out that the advantages of e-learning in a language are numerous. It is comprehensive learning because it contains all instructional sources and tools, such as virtual classes and simulations (Mohammadi,2011). E-learning increases the motivation of learners, and motivation is necessary for language learning, especially foreign language learning because it affects all the required parts of foreign language learning; that is, input (the knowledge that learner is exposed to it for the first

time), bridging new materials to previously learned ones and output (what learner produces by using two previous items) (Mohammadi, 2011).

Many e-learning projects which that use online technology to develop intercultural language skills advocates an integrated approach to language and culture training. E-projects take advantage of the capacity provided by computer-mediated communication and develop L2 learners' intercultural competence as well (Warschauer & Kern, 2000). Through E-learning, students of different cultures can develop target language and intercultural competence. Implementing the right E-learning strategies in the ESL classroom might foster a culture that values language acquisition development.

Technological tools

Technology tools refer to software that can primarily be used to develop or support online course content. It could include blogs, wikis, authoring tools, and Web 2.0 tools available through the internet (Stevenson, C.& Bauer, J. 2019). Online education has embraced the use of technology as a tool in all its instructional and learning processes, and both faculty and students cultivate the technology intelligence to acquire the needed technological literacy and competencies to succeed in both teaching and learning (Jenkins, 2007; Moore, 2006; Purcell & Wilcox, 2007).

Several studies have reported the significant benefits of implementing suitable technological tools in a virtual classroom. One study shows that online classes can be as practical as traditional classroom-based courses when appropriate technologies are used, and sufficient interactivity is present (Durrington et al., 2006). Another study reports the pedagogical benefits of digital learning tools, and also observe that teachers generally feel that technical resources are highly effective in increasing learners' attention. (Brown,2001).

These technologies are part of the information communication technologies (ICT) that has constituted e-learning and enhance teaching and learning in education (Mbuva, 2015). Using educational technology tools in ESL classrooms such as ESL websites via Internet, web-based discussions and chat

room discussions help students to improve their language and communication skills. In other word, studies show that a supplementary on-line learning environment may enhance language learning and development (Chiu et al., 2007).

Computer technologies have dramatically changed the way people acquire information, do research, and communicate with people worldwide. Thus, schools and teachers need to be aware of improving their technological tools and skills so as to maintain the students' attention and speak to their interests. Using more technological tools in classrooms also makes the lesson more efficient. Many technology tools can be used in ESL classes to improve international students' English and technology skills.

I believe that students and teachers need to be more aware of all of the improvements in technology and try to benefit from them. Using educational technology tools will help both the students and the teachers become more successful, efficient, and practical people in the classroom. Also, we all need to be more open-minded about technological innovations, generally speaking, and open our windows to the future's novelties, so as to communicate better with future generations.

Chapter 3: Project Design

This chapter explains the rationale behind creating a website with different tutorial videos showcasing suitable educational platforms for ESL learners, in order to foster their language acquisition. It seeks to explore the many benefits of technology integration in a virtual classroom. The correct use of the different educational platforms might accelerate the acquisition of a second language (Herrera & Murry, 2016), which might be used to assist future generations in second-language acquisition as well.

Many technological tools are available to help young English learners improve their language skills. These include, SeeSaw, flipgrid, Quizlet, Kahoot, Padlet, and Google Slides among others. These tools can be used in English teaching. Teachers can create many interactive online activities for their scholars. Learners can play and see how specific tasks can be accomplished in a particular educational platform. For instance, SeeSaw activities can help them develop their speaking, writing, and listening skills while Kahoot and Quizlet can help students with vocabulary.

The difficulties that ESL teachers face when using technology to help their learners develop English skills have been overwhelming during remote learning. This project contributes to online pedagogy for ESL learners by providing teachers guidance in selecting and effectively utilizing online tools to foster English teaching in an online setting. This project also shows how teachers can apply technology options to unlock the full potential of teaching tasks and methods to make online classes more dynamic for everyone involved. The appropriate use of educational platforms can foster innovative ways to make remote learning more interactive and help students learn from each other (Beldarrain, 2006).

Videos have become an essential part of education, and are often integrated as part of traditional courses, serving as a cornerstone of many e-learning platforms. This project presents an array of tutorial videos showing how to use educational platforms step by step. The tutorial videos include instructions for the different phases of working on those platforms specifically for ESL learners, and they are

accompanied by downloadable resources and materials. The videos are specifically designed to be useful for Kindergarten through second grade (K-2) learners. The contents enhance the quality of teaching and learning for students in this age group. The videos provide step-by-step instructions to help teachers feel more confident using technological resources in their remote learning. The use of the tools and techniques provided in the different videos' tutorials promotes the integration of recent innovations in online teaching technologies in the classroom.

The web site houses all the different tutorial videos. The website includes innovative video-based tutorials that guide viewers through the operation of different educational platforms, apps, and technological tools. The video-based tutorials suggest a viable model for enhancing teacher expertise with educational platforms. Using tutorial videos for ESL teachers will allow teachers to firm up the knowledge regarding new technological resources.

On this website, teachers will be able to find tutorial videos and downloadable resources to improve their virtual classroom. The primary objective is to provide support to ESL teachers in helping their scholars to enhance language skills. The intention is to alleviate some of the feelings of being overwhelmed, such as by facing the choice of multiple websites, by providing a single one-stop website where ESL teachers can find multiple resources. Teachers will incorporate various technological resources to help kids understand the contents and gain in-depth learning of the language.

Students and teachers are strongly supported by the use of technological tools for teaching English. Media technology increases learners' enthusiastic participation and makes the whole learning process both learner-centered and exciting. The students in virtual settings will learn by using informative and accessible educational platforms, but the teacher's role during this remote learning is still central. The teacher gives proper guidelines on the best practices for media technology with the goal of acquiring language skills. For this reason, teachers need to get involved in learning about new technologies.

These tutorial videos will support teachers to create blended learning classrooms of their own. The key is empowering educators to build their high-quality instructional activities with interactive online

activities where they can provide direct instruction, using such educational platforms to improve students'

language acquisition and guide them toward deeper learning.

Chapter 4: The Project

The Internet has influenced many aspects of our lives, and the field of education is no exception. Subsequently, some educators have augmented their traditional face-to-face classes with various online components to serve their students' learning needs better. Since the start of the 2020 pandemic, many schools have begun offering online classes delivered via the internet.

Incorporating a richer set of teaching methods in an online course requires diverse web technologies which may often be difficult. This project offers a compilation of technologies that provides free tutorials and resources to address the challenges of teaching online. It also presents various teaching methods that the outlined tools and technologies are designed to support. This integrated overview of different online teaching technologies enriches the pedagogical experience of both the instructor and the students. Teachers of more traditional in-person courses can also fruitfully use the tools and techniques mentioned in this project to integrate recent online teaching technologies into the classroom.

Remote learning during the pandemic has created many challenges that may limit or deter these technologies' implementation. Still, with the support of these tutorial videos and resources, teachers' virtual classrooms will improve. The following project is the design of a website. This website expects to provide teachers with suitable platforms to be used in a remote setting during the pandemic. This project houses educational platforms, tutorial videos of how to use those platforms, and downloadable resources for ESL teachers. Each subpage has additional resources such as ESL games and interactive websites for K-2. The name of the Website is ESL Technological Tools (Figure 4.1), and the web address is:

https://silviamorenorivera.wixsite.com/mysite
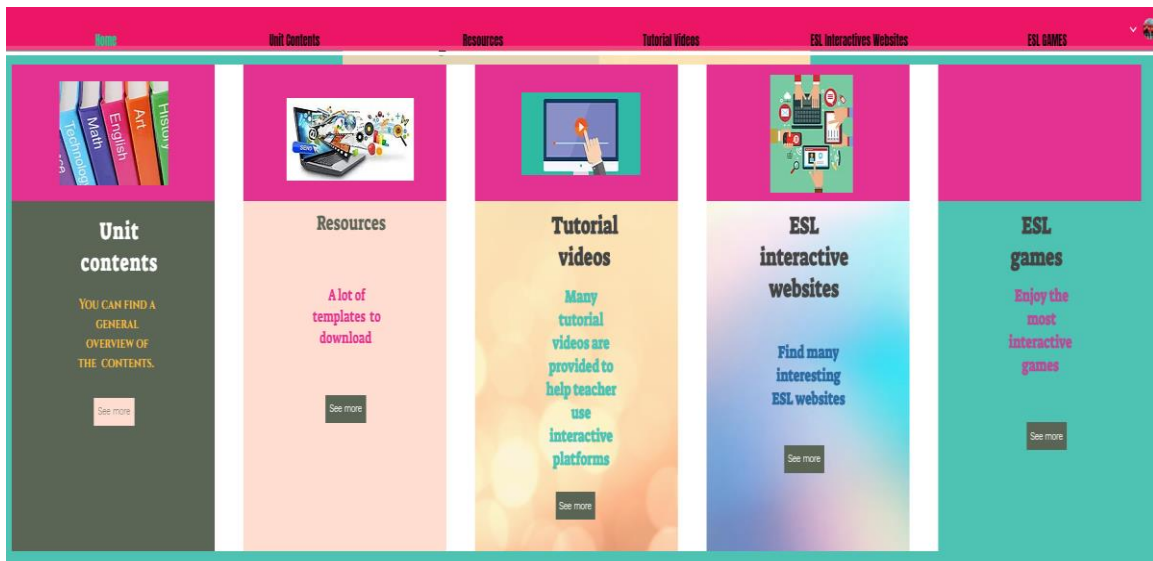
Figure 4.1: Home Page

Figure 4.2: Home Page

The website is divided into six main sections: home page, unit contents, resources, tutorial videos, ESL interactive websites, and ESL games. In the first section, the home page showcases a general overview of the links provided on the website.

Section 2 is called "the unit contents" (Figure 4.3); teachers can find an overall overview of the contents and resources offered on the website. The unit contents have been designed to guide teachers of what lesson has been created for K-2 learners. Each lesson has available activities on Seesaw to be saved and edited by the teacher. The following unit contents are already on the website.

ESL Elementary school lessons

Lesson 1: Greetings	
Lesson 2: Primary colors	**What color is it?**
Lesson 3: Fruits	**What fruit is it?**
Lesson 4: Numbers 1-to 10	**Written numbers**
Lesson 5: Bedroom – Prepositions of places	**Where are my toys? Teddy, ball, etc.**
Lesson 6: Home & there is- there are	**How many rooms are there in my home? Living room, dining room.**
Lesson 7: Job & Occupation	
Lesson 8: Singular & Plural	**a box, two boxes**
Lesson 9: Actions – I can / I can´t	**I can run**
Lesson 10: Actions verbs- part 1	**Regular verbs**

Figure 4.3: Unit Contents

Figure 4.4: Unit Contents

This is how the contents are displayed on the website. Clicking on "resources" will reveal the Seesaw activities which are arranged according to the unit contents.

Figure 4.5: Unit Content Main Page

Section 3 shows the variety of downloadable resources; this section includes the seesaw activities, and Bitmoji templates for ESL teachers for helping their scholars to develop language skills.

Seesaw activities

Teachers can save the activity to assign to their class. Teachers can modify the activities as they want or add more instructions if it is needed. There are 12 lessons according to the unit contents (Figures 4.6; 4.7; 4.8 & 4.9).
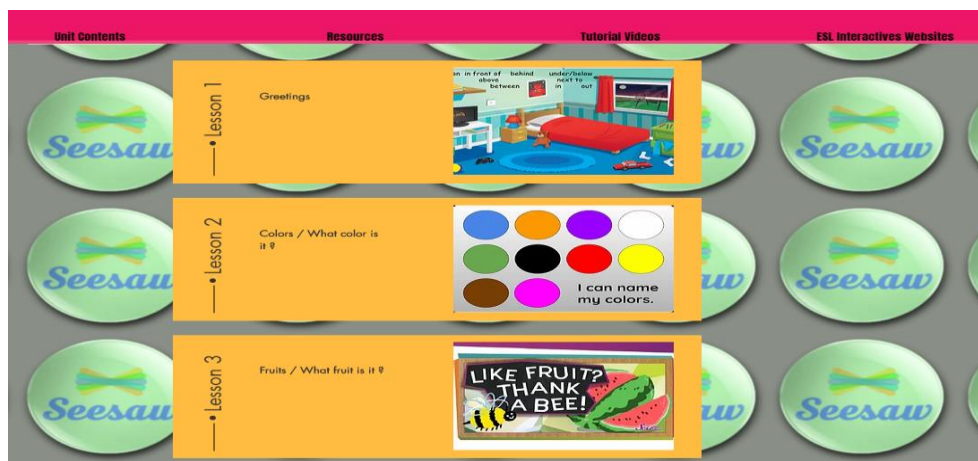
Figure 4.6: Seesaw Resources (lessons 1-3)
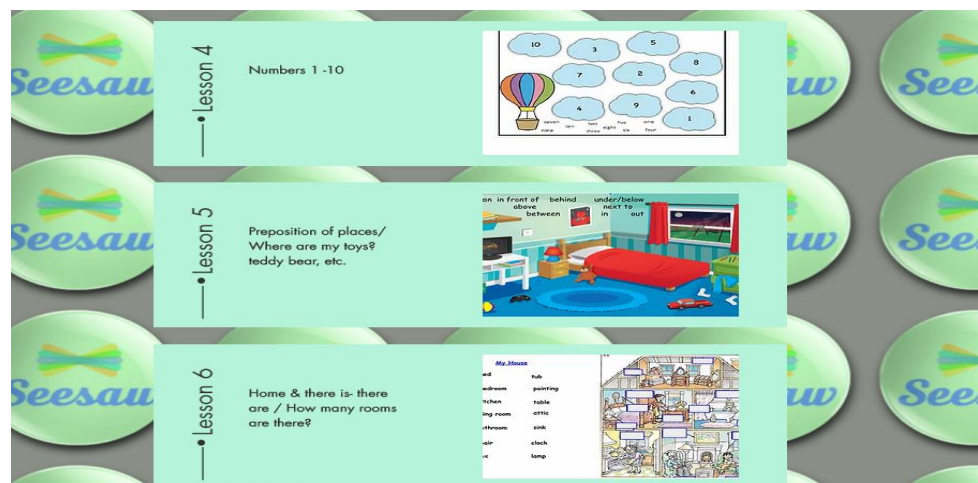
Figure 4.7: Seesaw Resources (lessons 4-6)
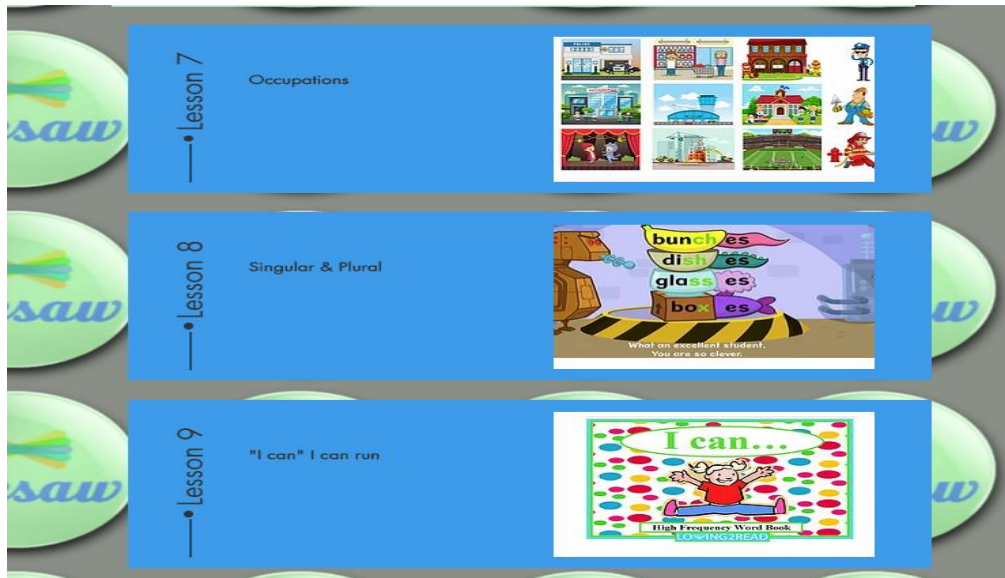
Figure 4.8: Seesaw Resources (lessons 7-9)

Figure 4.9: Seesaw Resources (lessons 10-12)

Teachers should click on the link and save the activity to edit the assignment or assign it to their class. Teachers can easily create and share activities for their students to complete in Seesaw on any

device: Chromebook, Android, iOS, and the web. Those activities have been created to help teachers with their virtual classroom. In addition, teachers can inspire their classes with specific activities from our library, or they can create their own activities. Viewers should tap on the link for a provided activity to view the student instructions and teacher notes. Then, tap the heart icon to save that activity to the personal library. The lessons are structured and organized so as to be saved and used frequently in remote learning (Figure 4.10; 4.11 & 4.12).

Figure 4.10: Seesaw Activity

**Figure 4.11**: Seesaw Activity

Figure 4.12: Seesaw Activity

Bitmoji templates

Teachers can personalize a variety of templates that have already been created and are ready for use. In this link, the educator can download Bitmoji templates, classroom background, digital choice board templates and classroom elements to create their own Google slides for their virtual classroom. All the links are clickable and they have an array of colorful and useful templates. Teachers will take their assignments to the next level with these cute backgrounds. They can be used in PowerPoint, Google Slides, and more. They can also be added to Bitmoji to make them even more personal (Figure 4.13).
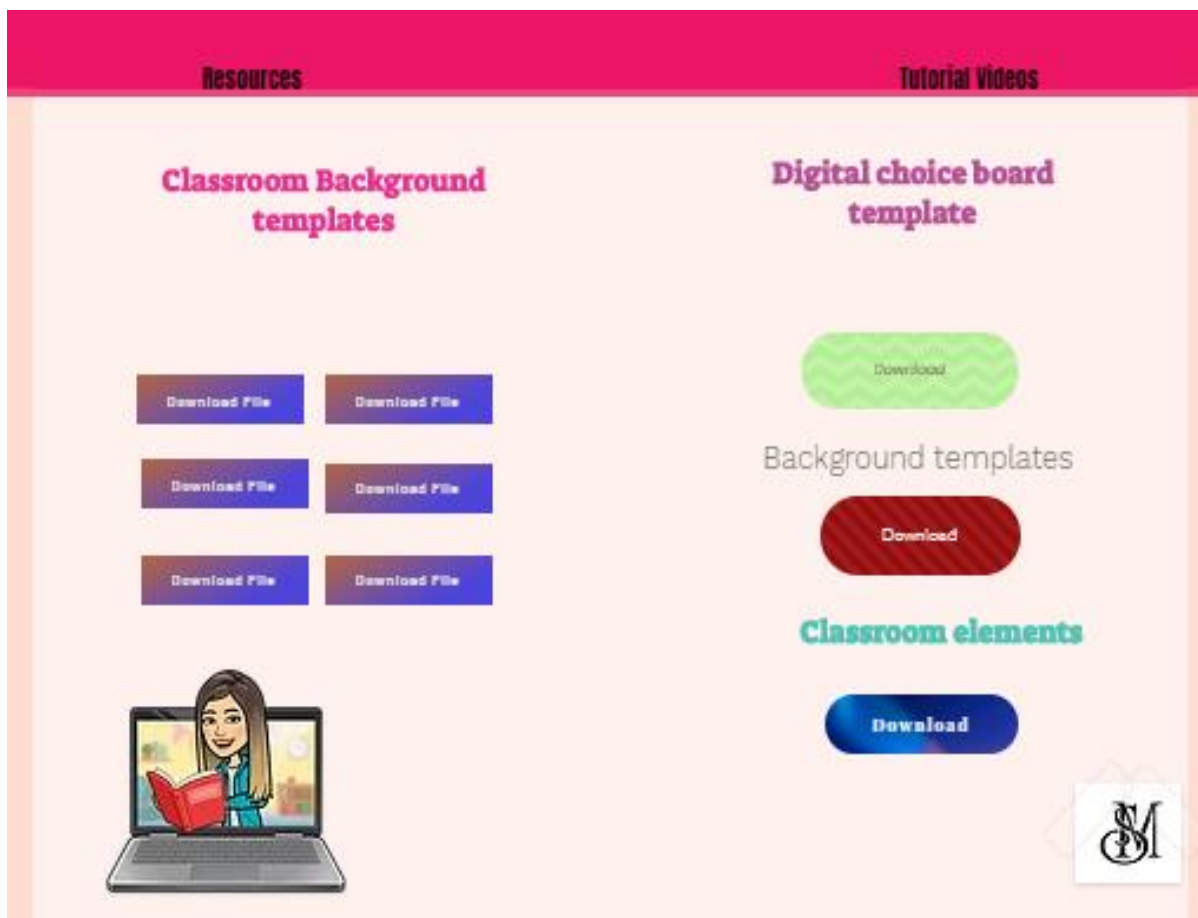
Figure 4.13: Google Slides Templates

Section 4 shows tutorials on how to use synchronous and asynchronous e-learning tools, including how to combine them in a remote learning setting. They also provide step-by step instructions for each platform. The innovative video-based tutorials guide viewers through the operation of many different educational platforms, apps, and technological tools, such as ClassDojo, Padlet, Google slides, Seesaw, Edpuzzle, Flipgrid among others (Figure 4.14).
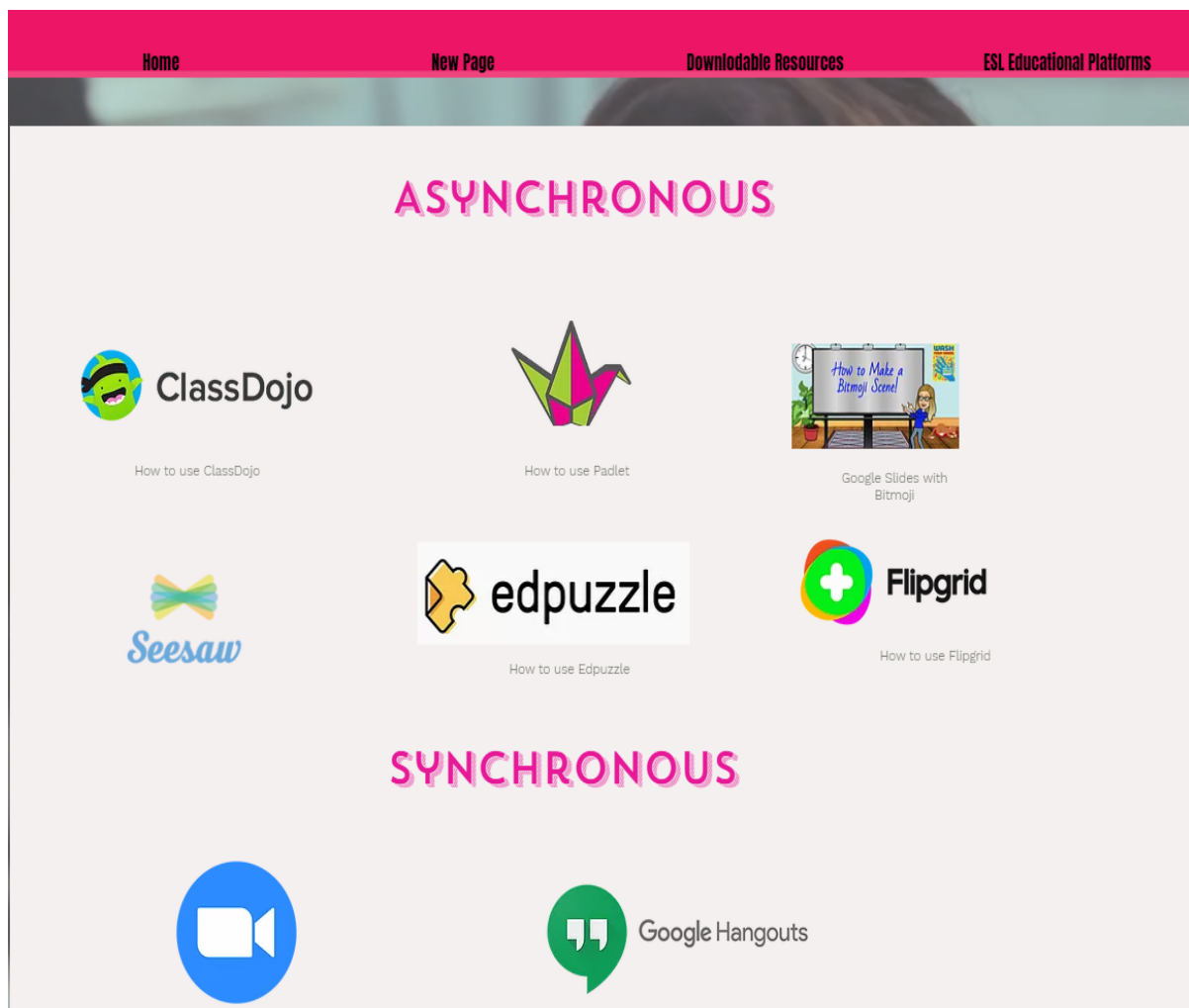
Figure 4.14: ESL Education Platforms/Tutorial Videos

Section 5 houses a broad collection of ESL websites to help students to improve their language acquisition. These sites include Starfall, English Media Lab, Learning English kids, and Kahoot. It also includes videos, which are useful for lesson planning or learning a new skill. All these websites provide an array of resources to foster language acquisition in a different and interactive way, and they are free and available for K-2 ESL learners (Figure 4.15).

Figure 4.15: ESL Websites

Starfall is a great website for early-literacy practice for English Language Learners for K-2 ESL learners. It includes interactive games, videos, audio, and stories to keep kids interested (Figure 4.16).

Figure 4.16: Starfall Website

English media lab presents exercises for all English learners including online grammar exercises, vocabulary videos, pronunciation exercises, and interactive quizzes for beginning, intermediate and advanced learners (Figure 4.17).

Figure 4.17: English Media Lab

Learning English kids offers lots of free online games, songs, stories, and activities for children to have fun and learn English too (Figure 4.18).

Figure 4.18: British Council Website

Kahoot contains a lot of activities for improving vocabulary through interactives trivia or games based on questions related to a specific topic. Teachers can also access to Kahoot's options menu to find, edit, preview, duplicate, delete, and share the activities (Figure 4.19).
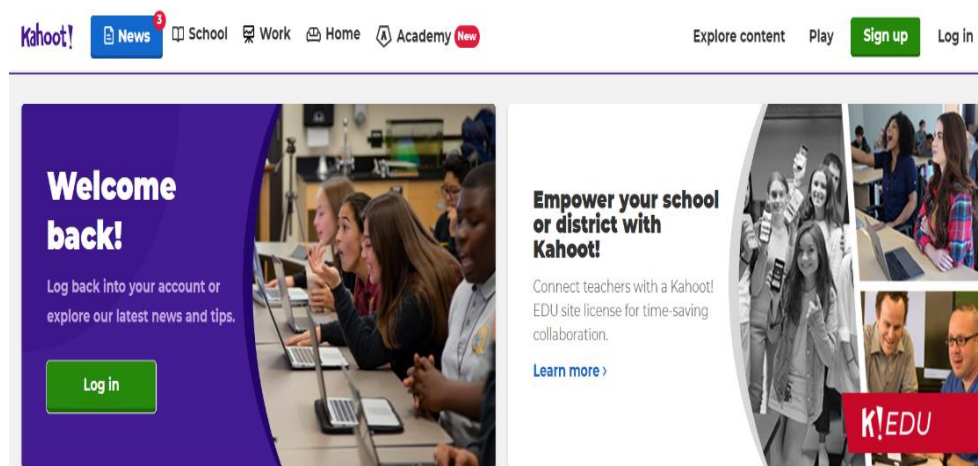
Figure 4.19: Kahoot Website

Section 6 shows a list of different meaningful ESL games. Those games can be used to warm up the class before the lesson begins. There are literally hundreds of games that a teacher can play with their students. ESL games are used to test vocabulary, practice conversing, learn tenses; the list is endless (Figure 4.20).
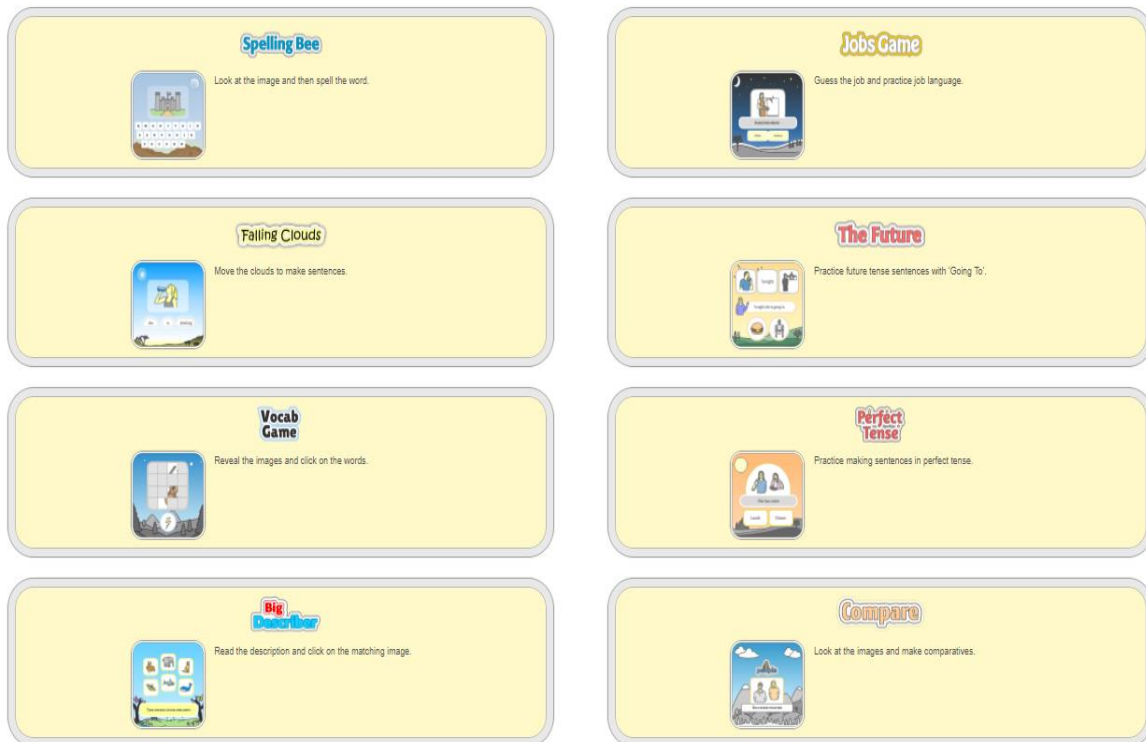
Figure 4.20: ESL Games

Chapter 5: Conclusions

In our present era of rapidly developing technology, the word "technology" indicates a topic that is no longer foreign where teaching is concerned. The use of technology in the classroom has emerged as a very familiar subject matter and one that has also been researched many times, due to its capacity to improve the teaching of ESL learners. In addition, the use of new technological and innovative tools would prepare our students for the necessities required to meet the challenges of a world that is being transformed by science and technology applications. There are many sorts of current technological tools English educators can integrate into our teaching and learning, and which can also benefit the learners.

Thus, it is evident now that the usage of suitable technological tools has been a very significant and essential part of many learners' daily and academic lives. The numerous tools and technologies available are enormous, however. Given the broad range of tools, it is imperative to achieve a good fit between task and technology when teaching online courses. This project intended both to display the different tools and to foreground the benefits of using them in an ESL virtual classroom. This project also discussed various tools available for English teaching and the appropriate methods for teaching them. When planning for an online class, teachers can therefore refer to this project in order to look for technologies that fit their tasks.

Instructional technology tools can reshape teachers' curriculum, or they can at least provide a way to reinforce concepts and address gaps in language skills. There are many benefits to integrating technology in an ESL setting. For instance, teachers can individualize and customize their curriculum, promote cooperative group work, and impart English skills while also providing technology skills essential for 21st-century learners. This project also encourages ESL or EFL educators to guide students to use high-quality instructional tools for learning or practicing English skills.

As a contribution, this paper also provided an integrated, general view of many technologies and suggested various tools to be fruitfully synergized. It is pertinent to mention that multiple tools discussed in this paper are not only useful, but also easy to use and mostly free of cost. Depending on the teaching environment, ESL educators should feel encouraged to choose the technological tools that best fit their grade-level expectations.

Apart from finding a single platform that is a good fit, teachers could either implement several tools at once or take a gradual, incremental approach when experimenting with new tools. This current project could be replicated in the future to update the changes in the technology landscape. Future studies can extend this work by comparing various tools in many categories by English skills. In this way, this project contributes to online pedagogy by providing guidance in selecting and effectively utilizing appropriate online tools for English teaching. It also elucidates how the teachers can use technology options to harness the full potential of teaching tasks and methods and make online classes more dynamic. The tools discussed in this paper can be effectively used to provide students a rich and useful learning experience in a remote setting.

This project's creation was very relevant for my professional growth as an educator and very useful to know more about new technologies. At the beginning of my online classes, I struggled with technology, and I had to spend a lot of time learning and training myself to have a successful virtual classroom. However, I learned a lot during this process. Based on my own experience, I decided to create this website with all of the technological platforms that have supported me during this remote learning; And they can also help more teachers thrive in their asynchronous and synchronous classes. English learning should be enjoyable, and technology is one way to guarantee excitement and motivation in a classroom. Technology is here to stay, which means teachers should be prepared for this new challenge.

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